

# Planning Phase 2: Competencies & Target Ranges



**PMI**

performance management  
instrument



## Performance Management Instrument (PMI)

- Planning and implementation of a process that recognizes the professionalism of the employees of the State of Wyoming.



# What is Performance Management?

## Performance Management –

An ongoing, **continuous process of communicating** and clarifying job responsibilities, priorities and performance expectations in order to ensure mutual understanding between supervisors and employees.

It is a philosophy which values and encourages **employee development** through a style of management which provides frequent feedback and fosters teamwork.

It **emphasizes communication** and focuses on adding value to the organization by promoting improved job performance and encouraging skill development.

It involves clarifying the job duties, **defining performance standards**, and documenting, evaluating and discussing performance with each employee.

# What's That Mean?



- Performance evaluations are no longer are a one time event.
- Performance is addressed as it happens through communication between a supervisor and an employee.
- Communication is key.
- Communication about performance is now a continuous process throughout the year.

# New: Employee Involvement



Performance evaluation is most effective when employees are actively involved in open discussion about their own performance expectations and about how they are doing in meeting those expectations.

Involving the employee in the performance evaluation process will make it a meaningful, worthwhile experience for you, the employee, and the organization because employees:

- need and want to have their voices heard,
- are more likely to consider the system as being fair if they are involved and understand the process, and
- are more likely to demonstrate genuine commitment to goals and performance.
- the ultimate benefits realized by the agency will be increased productivity, efficiency, job satisfaction, and morale and decreased turnover.

# New: Supervisor Responsibility



The supervisor must ensure that:

- The employee understands the process;
- Performance objectives are clearly understood;
- Every effort is made to achieve agreement on the reasonableness of the objectives;
- The employee understands that the rating after the end of the appraisal period will reflect performance as measured against established performance objectives;
- The employee understands that the supervisor will provide reasonable assistance throughout the evaluation period including feedback as to the employee's progress; the employee understands that the supervisor is committed to taking action necessary to promote the success of the agency.

# Past: What Did Not Work

The previous annual appraisal system did not provide a robust method to assist in performance management.

The previous appraisal did not provide explanations by supervisors to help employees to understand ratings.

Specific definitions were not provided and the supervisor was not required to explain what the expectation was or how it was to be met.

There were only three ratings: exceed expectation, meets expectations, needs improvement.

The previous appraisal was a once year and one time event.



# What's different?

The past appraisal system measured what employees did and not how employees did their jobs.

An Example: An employee was given the goal to process and respond to 300 customers.

The employee was able to meet that goal, however, he often responded rudely and management received complaints regularly.

Management noted that he spent most of his day having conversations at the water cooler.

In the previous system, he met the goal of 300 responses to customers as required and he would receive “meets expectations” for his appraisal rating.

There was not a measurement for “how” he did his work.





# What is the Planning Process?

## **Performance Planning –**

The process of collaboratively setting goals, and target ranges for competencies, to establish and communicate the components and objectives from supervisor to employee for setting performance measures and goals to channel their efforts toward achieving personal, agency, and State objectives.



# PMI: The Planning Process



- Performance elements and standards should be measurable, understandable, verifiable, equitable, and achievable.
- Through critical elements, employees are held accountable as individuals for work assignments or responsibilities.
- Employee performance plans should be flexible so that they can be adjusted for changing program objectives and work requirements.
- When used effectively, these plans can be beneficial working documents that are discussed often, and not merely paperwork that is filed in a drawer and seen only when ratings on record are required.

# Planning Part 2:

## Competencies & Target Ranges

We have now completed the goals in Part 1.  
Let's move forward to establish  
Competency & Target Ranges in Part 2.



# What's New?

PMI established a robust process by creating five core behavioral competencies for all Wyoming State Employees.

5

Communication

Judgment and Decision Making

Customer Service

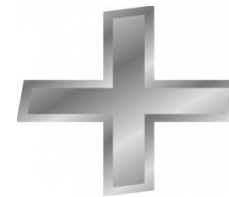
Personal Effectiveness

Team Work

# What's New for Supervisors?

PMI established two additional behavioral competencies for all supervisors as well as a rating on conducting performance evaluations for direct reports.

**2 Leadership**  
**Developing Others**



Supervisors are evaluated on the 5 Core Competencies and the 2 Supervisor Competencies, a total of 7.

# What are Competencies?

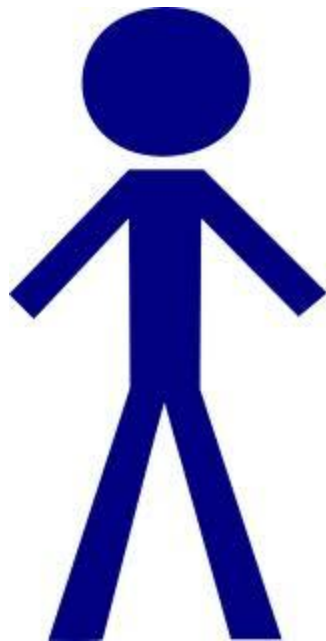
**Competencies** are the “*How*” the results should be achieved! They are the behaviors that the employee engages in when carrying out the “what” or tasks of the job.

- Core competencies have broad definitions that are written to **apply to every employee** in State government.
- Competencies are defined in MEASURABLE terms such as “Superior” or “Unsatisfactory” each with their own clear definition within a rating scale.
- Competencies are characteristics, defining qualities each employee should demonstrate in order to be successful on the job!
- Competencies should always emphasize work behaviors, **not** personal traits.

# Example

Lets walk through selecting Competency  
Target Ranges for 2 employees.

Meet Employee Blue and Employee Orange:



HI !  
I'm Blue.



HI !  
I'm Orange.

Both employees **Blue** and **Orange** are Accountants.  
Both share similar job duties as Accountants:

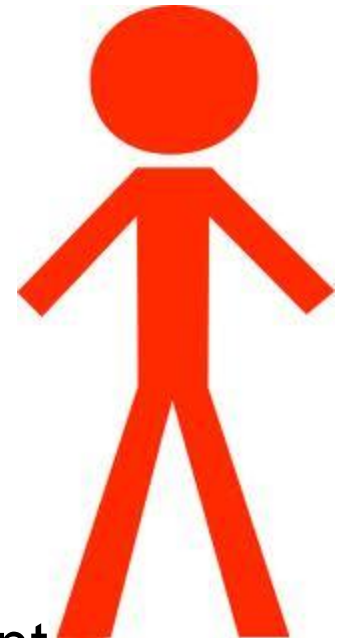


- ✓ Both examine, analyze and interpret accounting records for the purpose of giving advice or preparing statements.

- ✓ Both maintain petty cash funds per established policy and procedures.

- ✓ Both maintain fixed assets on WOLFS.

- ✓ Both review and approve department WOLFS documents for A/P and A/R.





# Let's look at the first competency: Communication

## **Communication is defined as:**

Delivers clear, timely, effective transmission of information and takes responsibility for understanding others.

Uses skill in presenting information, analysis, ideas, and positions in a clear, concise, accurate, and convincing manner, as it is appropriate with the audience.

Recognizing the individual's role as a representative of the State of Wyoming and not presenting personal views.



# Blue and Orange's Supervisor reads the definition and asks now what?

The communication definition is broad and it may be difficult to look at a position to evaluate, explain, and rate an employee by using this definition.



How can Supervisors explain our expectation of behaviors for positions for the Communication competency?

# The Answer: Target Ranges

## Competency Target Ranges:

- ✓ Simplifies broad definition through a visual demonstration of examples.
- ✓ A defensible explanation of expectation verses performance.
- ✓ Target Ranges creates a meaningful framework for analyzing, understanding, and performing each competency in different contexts.
- ✓ Target Ranges demonstrate the competency by visual examples to show each employee how to be rated competent in each job!
- ✓ Thus, it shows where to focus developmental efforts in order to obtain the greatest improvement in performance.



# How Do We Pick the Target Range for the Communication Competency?

Here are 10 need to know tips to keep in mind with Target Ranges:

1. The Target Range is not a definition.  
Each core competency has an established definition.
- Target Ranges are visual examples used to aid supervisors and employees with communication for desired performance.
- Target Ranges are not inclusive examples.
- Target Ranges are not a one fit perfect match and not every position will be able to identify with every item listed.



# Tips 2-3: Not a Scale or Ranking for Employees to Move Through

2. Target Range is a visual example of how to break down the competency's broad definition to a defensible way that supervisors and employees can communicate the expected behaviors required to be competent in their job.
3. Target Ranges are not a scale or ranking that employees move through.



# Tips 4-7: Position Not Person

4. Target Ranges are selected by evaluation of the position **NOT** the person in the position.
5. The only time the Target Range alters is when job functions and duties are changed.
6. Target Ranges are not pre determined for the position. The supervisor will make that determination on the position and not the person, and can collaborate with the other supervisors of their agency to ensure consistency on certain positions doing similar work.
7. Target Ranges are flexible for agencies to choose to allow supervisors to select them for a position, to have a group meeting and collaboratively establish for positions, or supervisors and employees to collaboratively decide.



# Tips 8-9: Same Rating Scale Contrary to Choice of Target Range.

8. Every Target Range is weighted the same on the evaluation and measured by the same rating scale: superior, commendable, competent, growth necessary/needs improvement and unsatisfactory.
9. The Target Range selected does not alter the rating scale provided in tip 8.



*For example: Target Range A will use the 5 rating scale measure as listed above. The same 5 rating scale as if Target Range B is selected, all the way through Target Range E.*

# Tip 10: Allows Defensibility Through Communication Between Employee and Supervisor

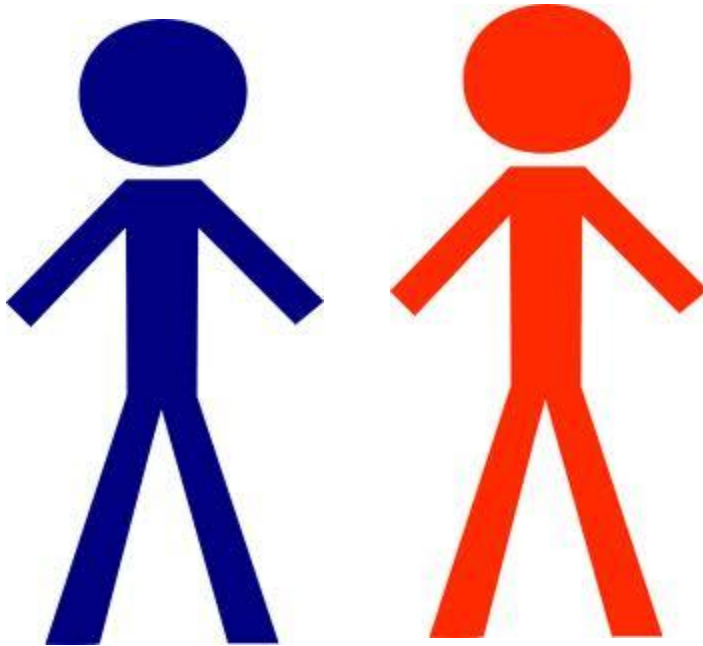
10. Target Ranges allow a supervisor to explain the required performance required to be considered competent in the position.

Target Ranges allow a supervisor to explain a rating based on a visual and behavioral examples.





# Let's Evaluate for Blue and Orange



As a review:

Evaluation of Communication definition.

Both are accountants that do the same accounting work.

Both accountants rarely talk to customers and do not report to the budget office.



# Now Let's Look at the 5 Target Ranges for Communication

**TARGET RANGE A** Ensures regular transmission of information occurs based on the need of work, the individual, management, or situation. Listens actively; asks clarifying questions and summarizes or paraphrases what others have said to verify understanding. Asks appropriate questions.

**TARGET RANGE B** Readily, clearly and effectively conveys information assuring it is understandable, as evidenced by the reactions of the recipients. Thinks through what is to be communicated and organizes thoughts and ideas.

**TARGET RANGE C** Uses a variety of techniques to tailor transmission of information to specific audiences. Ability to understand, organize, and analyze what one hears/reads to decide what to think and do in response to a message. Organizes work in a manner that is clear and easy to follow that commands attention and achieves desired results.

**TARGET RANGE D** Identifies and uses effective communication channels and methods. Ability to identify barriers and apply systematic set s of procedures to eliminate or reduce problems and implement the most appropriate course of action

**TARGET RANGE E** Ability to assess a situation, determine the objectives, and give a clear, concise, well-organized, convincing message that will best meet the objective.

# Let's Begin the Analysis:

- Remember to only look at the job. **Not** at specific qualities, personality traits, or the seniority of Blue and Orange.
- We know that Blue and Orange have the same job, thus the Target Range selected will be for both.
- Read the definition of Communication to be sure that we understand what aspect of the job we are evaluating.



**Communication is defined as:** Delivers clear, timely, effective transmission of information and takes responsibility for understanding others. Uses skill in presenting information, analysis, ideas, and positions in a clear, concise, accurate, and convincing manner, as it is appropriate with the audience. Recognizing the individual's role as a representative of the State of Wyoming and not presenting personal views.

# Analysis:

## Target Ranges for Communication

➤ Next read ***Target Range A.***

Blue and Orange does ***Target Range A*** in their daily work. It is a good fit.

**TARGET RANGE A** Ensures regular transmission of information occurs based on the need of work, the individual, management, or situation. Listens actively; asks clarifying questions and summarizes or paraphrases what others have said to verify understanding. Asks appropriate questions.



# Analysis:

## Target Ranges for Communication

- Lets read **Target Range B**.

Blue and Orange do **Target Range B** in their daily work due to their preparation of their statements.

**Target Range B** is a better visualization of Blue and Orange's daily work than **Target Range A**.

**TARGET RANGE B** Readily, clearly and effectively conveys information assuring it is understandable, as evidenced by the reactions of the recipients. Thinks through what is to be communicated and organizes thoughts and ideas.



# Are We Done? Not Yet!

- Read **Target Range C**.

**Target Range C** - Using a variety of techniques to tailor transmission of information to specific audiences. Ability to understand, organize, and analyze what one hears/reads to decide what to think and do in response to a message.



- **Blue** and **Orange's** daily work is in structured computer data bases and spreadsheets that require minimal communication to audiences and analysis of information.
- Because **Blue** and **Orange** are primarily entering data and preparing statements, **Target Range C** is not a good fit.

# Continuing the Analysis

- To be sure that **Target Range B** is the **best** fit, we want to additionally review **Target Range D**.
- **Target Range D** has the ability to identify barriers and apply systematic sets of procedures to eliminate or reduce problems and implement the most appropriate course of action.
- **Orange** and **Blue**'s tasks within the job do not function in a manner that looks to identify barriers or the appropriate course of action. This statement shows that **Target Range D** is **NOT** a good fit.
- This decision also reinforces **C** and **D** are **NOT** a good fit for the position.



# The Decision for Target Selection for the Job:

- ✓ The decision should be based on that the Target Range is a tool to help guide evaluations of employee performance and ***should not*** be used as a checklist for employees' behaviors.
- ✓ It is used to describe the ***optimum performance*** target for each competency.
- ✓ It is the **performance objective** that a person in a job should aim to achieve to be competent.





# The Decision for Target Selection for the Job:



- ✓ It describes what the behavior 'looks like' when we think of **competent performance** in a particular competency and in a particular type of job in an agency
- ✓ The best fit is ***Target Range B*** for **Orange** and **Blue**.
- ✓ Selecting ***Target Range B*** and selecting Not Applicable on the online form and communicating with **Orange** and **Blue** is the final step during the planning process.

LET'S  
TRY  
THIS  
AGAIN.



# A Second Look : Blue & Orange

Now that we looked at evaluating two individuals doing the same work, lets try again with more specifics on our imaginary workers Blue & Orange.

For familiarity, we will use the Communication Competency.



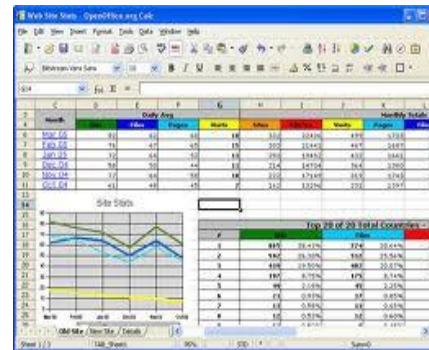
# Core Competency Communication:



- Delivers clear, timely, effective transmission of information and takes responsibility for understanding others.
- Uses skill in presenting information, analysis, ideas, and positions in a clear, concise, accurate, and convincing manner, as it is appropriate with the audience.
- Recognizing the individual's role as a representative of the State of Wyoming and not presenting personal views.

# Blue: Work Details

- Primarily sits behind his desk doing regular accountant tasks like data entry and preparing statements.
- **Blue** does not make presentations to a regular audience like the budget office or legislation.
- **Blue** handles WOLFS and has minimal communication required to complete his daily work.
- **Blue** works in a large accounting department in a large agency for the State.



# Orange: Work Details

- Like Blue, Orange sits behind his desk doing regular accountant tasks like data entry and preparing statements.
- Orange works in a small department for a small agency.
- Orange is required to take the additional role of receptionist due to the size of the department.
- Orange's small department requires him to testify with legislation, have regular communication with the budget office and must create a variety of presentations depending on the audience.



# Comparison of Blue and Orange

- Both Blue and Orange have the basic accounting job duties.
- Blue works in a large department in a large agency and his work is a contributory effort of many.
- Orange works in a small department and with a desk by the front door must serve as the agency's receptionist.
- Due to the size of the department, Orange must do the presentations and communications for the department to the budget office as well as to the Director of the Department.



# Let's Begin the Second Analysis:

- Remember to only look at the job. **Not** at specific qualities, personality traits, or seniority status of Blue and Orange.
- We know that Blue and Orange have the same job, however, the job for each must be reviewed to ensure the correct Target Range selected will be for Blue and Orange.
- Read the definition of Communication to be sure that we understand what aspect of the job we are evaluating.





# Core Competency Communication:



- Delivers clear, timely, effective transmission of information and takes responsibility for understanding others.
- Uses skill in presenting information, analysis, ideas, and positions in a clear, concise, accurate, and convincing manner, as it is appropriate with the audience.
- Recognizing the individual's role as a representative of the State of Wyoming and not presenting personal views.

# The Review :

## Blue & Orange



- Blue and Orange are classified in the same job.
- Blue and Orange have different duties due to the size of their agencies.
- Blue and Orange may have similar Target Ranges for some competencies or may vary due to their duties.



# Now Let's Look at the 5 Target Ranges for Communication:



**TARGET RANGE A** Ensures regular transmission of information occurs based on the need of work, the individual, management, or situation. Listens actively; asks clarifying questions and summarizes or paraphrases what others have said to verify understanding. Asks appropriate questions.

**TARGET RANGE B** Readily, clearly and effectively conveys information assuring it is understandable, as evidenced by the reactions of the recipients. Thinks through what is to be communicated and organizes thoughts and ideas.

**TARGET RANGE C** Uses a variety of techniques to tailor transmission of information to specific audiences. Ability to understand, organize, and analyze what one hears/reads to decide what to think and do in response to a message. Organizes work in a manner that is clear and easy to follow that commands attention and achieves desired results.

**TARGET RANGE D** Identifies and uses effective communication channels and methods. Ability to identify barriers and apply systematic sets of procedures to eliminate or reduce problems and implement the most appropriate course of action

**TARGET RANGE E** Ability to assess a situation, determine the objectives, and give a clear, concise, well-organized, convincing message that will best meet the objective.

# Analysis:

## Target Ranges for Communication

- Next read **Target Range A**. **Blue** and **Orange** will need to be viewed separately in this evaluation.
- **Target Range A** can fit for both **Blue** and **Orange**'s daily work.



**TARGET RANGE A** Ensures regular transmission of information occurs based on the need of work, the individual, management, or situation. Listens actively; asks clarifying questions and summarizes or paraphrases what others have said to verify understanding. Asks appropriate questions.

# Analysis:

## Target Ranges for Communication

- Lets read **Target Range B**. Blue and Orange do **Target Range B** in their daily work due to their preparation of their statements.
- **Target Range B** is a better visualization of Blue and Orange's daily work than **Target Range A**.

**TARGET RANGE B** Readily, clearly and effectively conveys information assuring it is understandable, as evidenced by the reactions of the recipients. Thinks through what is to be communicated and organizes thoughts and ideas.



# Analysis Continues:

Read **Target Range C**.

**Target Range C** discusses using a variety of techniques to tailor transmission of information to specific audiences. Ability to understand, organize, and analyze what one hears/reads to decide what to think and do in response to a message.

- Blue's daily work in structured computer data bases and spreadsheets requires minimal communication to audiences and analyzing information.
- However, this is where we will note differences between Blue and Orange.  
Orange does tailor information and has to analyze what he hears/reads to decide what to do in response in his daily work due to working in the smaller department with varying roles.
- Because Blue is primarily entering data and preparing statements, **Target Range C** is not a good fit.

# Analysis: Blue and Orange:

- For **Blue** -To be sure that **Target Range B** is the **best** fit, we want to additionally review **Target Range D**.
- For **Orange** – To be sure that Target Range C is the best fit, we want to additionally review Target Range D and E.
- **Orange** and **Blue**'s tasks within the job do not function in a manner that looks to identify barriers or the appropriate course of action. This statement shows that **Target Range D** is **NOT** a good fit for both.
- This decision also reinforces **C** and **D** are **NOT** a good fit for **Blue** and that D and E are not a good fit for **Orange**.

**Target Range D** has the ability to identify barriers and apply systematic sets of procedures to eliminate or reduce problems and implement the most appropriate course of action.

**Target Range E** has the ability to access a situation, determine the objectives, and give clear, concise, well-organized, convincing message that will best meet the objective.



# The Decision for Target Selection for the Job:

- ✓ The decision should be based on what the behavior 'looks like' when we think of competent performance of an individual in that position

- ✓ It is the **performance objective** that a person in a job should aim to achieve to be competent.



- ✓ The best fit is **Target Range B** for **Blue**.

- ✓ The best fit is **Target Range C** for **Orange**.

- ✓ Although it makes sense for similar jobs to be put in the same Target Range, it is important to **have the conversation** to give consideration for those employees like Orange who may be in a small department and filling roles that others may not.





## Target Range Selected: Planning Note Selection on the Online Form

- Target Ranges selected for **Blue** and **Orange** are added to the online evaluation form.
- Planning comments can add agency specific notes to each competency.

# Planning Process for Target Ranges

Target Ranges should be discussed during the planning process with employees to help them view how they should be performing and how they will be rated.

As of right now, Target Ranges are not predetermined for the position.

The supervisor will make that determination on the position and not the person, and can collaborate with the other supervisors of their agency to ensure consistency on certain positions doing similar work.

Target Range selection is **flexible** for each agency and supervisor to select for each position.

- Some agencies may allow the decision to be made with each supervisor and employee.
- Some agencies may bring upper management together to make a decision on common positions throughout the agency.
- Some agencies may bring supervisors together to make a decision on common positions within the agency.
- Some agencies will come together in a year to bring supervisors together to evaluate similar positions and target ranges selected.

# Competency & Target Ranges: Coaching and Mid-Term Process

- Selection of the Target Range is revisited. Noting that Target Ranges are flexible and a duty change can alter the Target Range selected during the Planning Process.
- Communication between supervisor and employee if not on track or for performance achievements.
- Comments to note changes in the original plan.



# Performance Management Initiative

## The Evaluation of Competencies



# Evaluation of the Core Competency and the Target Ranges

- PMI process is more robust than the previous appraisal process by assisting supervisors and employees to understand how they should be performing their jobs and the reasons for the rating provided.
- Supervisors review the planning, coaching, and performance notes.
- Supervisor decides the rating for that competency.
- Supervisor selects the rating on the online evaluation form.





## Evaluation of Target Ranges: Supervisor Role



- Supervisors are held accountable for how they do performance evaluations on their performance evaluation.
- Supervisors communication of the Target Range performance measure is during the planning, mid-year coaching, and during the evaluation.



# Target Range and Rating

- ☑ The Target Range is the visual demonstration for the required expectation of the core competency for that position.
- ☑ Target Ranges demonstrate the purpose of picking the right rating.
- ☑ Target ranges should be discussed with employees to help them view how they should be performing and how they will be rated.
- ☑ Target Ranges support, explain and are the defensibility for rating.

# Target Range and Ratings



- The Target Range selection provides a visual example that allows the Supervisor to explain the rating to the employee.
- The Target Range selection demonstrates the competent rating for the position.

*For example: During the planning process the supervisor states and records the performance required to do the job is Target Range B.*

*The Supervisor is able to demonstrate how the employee obtained the competent rating on the evaluation.*



# Target Ranges Rating



- ☑ The Target Ranges can vary from competency to competency but it will not vary the rating.
- ☑ Each Target Range allows a rating from unsatisfactory through superior.
- ☑ One Target Range is not weighted or evaluated higher than the next.

**For Example: An employee does not need to have a Target Range of “E” on each competency in order to be rated “Superior”.**

It does not matter if all of an employee's Target Ranges' are A's or E's, each are equally able to be rated “Superior”, the rating is based on the performance of the employee.

# During the Evaluation Process: The Rating Conversation



During the evaluation process, the Supervisor provides a behavioral example on the evaluation form.

PMI defines a **Behavioral Example** as a defensible explanation of performance that explains the rating given to an individual.

The behavioral example demonstrates what behaviors were observed, documented, and discussed for the performance of a specific competency and Target Range.

This documentation then allows the opportunity for development, coaching, or addressing poor performance at any time during the annual performance management process.



# Defensible Documentation

*For example: During the planning process the Supervisor states and records the performance required to do the job is Target Range B .*

*During the evaluation, the Supervisor notes the employee was seen working above Target Range B to obtain a superior rating. This provides a behavioral example.*

*The Supervisor continues the documentation on the evaluation comment section to explain why the rating was provided for the Superior rating.*

*The Supervisor is able to demonstrate how the employee obtained the supervisor rating on the evaluation by using the visual examples of the Target Ranges and their coaching documentation.*

**Now, PMI requires a supervisor to document any rating above or below competent through the comment sections of the evaluation form.**

# When Making Comments Always Remember to be Defensible/Legal



- ✓ Any documentation related to a performance evaluation must be ACCURATE, SPECIFIC, and CONCRETE.
- ✓ Documentation must be based on facts and your own observations of work behaviors. Avoid written statements based on personal traits, hearsay, and innuendo.
- ✓ Record only JOB-RELATED behaviors.
- ✓ Ensure that the evaluation encompasses the entire review period and reflects performance variations during the period.
- ✓ Ensure that evaluations are based on what employees are actually required to do as stated on the position description or as otherwise assigned
- ✓ Make certain evaluations are consistent with other disciplinary or performance records.

# Performance Management Documentation:

*Consult with you human resources office or your agency's legal counsel if you are unsure about what information to include as documentation regarding an employee's job performance.*



# Need More Help?

- Consult with your Agency HR
- For Further Resources & FAQs  
Go to A&I Home Page or  
Useful Links On Your Halogen  
Welcome Page.
- Email:  
AI-HRD-PA@wyo.gov

